BOOK REVIEWS

CREWS, KENNETH D. **Copyright Law for Librarians and Educators.** 2nd ed. Chicago, IL: American Library Association, 2006. 176 p. $40.50, members; $45.00, nonmembers. ISBN: 0-8389-0906-X.

Crews and his contributing authors provide readers with a handbook full of useful tools that assist in making appropriate decisions regarding the use of copyrighted materials. His book also guides readers through ways the copyright law applies to many and disparate contemporary educational and research projects, including digital projects. Not only does Crews describe the typical types of materials that are copyrighted, but he also describes materials that are not copyrightable. This is helpful when readers are faced with categorizing the types of materials they are considering for use in a project.

Crews explains copyright law in the context of education, research, and librarianship. He breaks down the copyright law and concentrates much of his discussion on the built-in statutory exceptions that particularly apply to educators and librarians: fair use, library copying, first-sale doctrine, exception for public displays, displays and performances in face-to-face teaching, displays and performances in distance learning, computer software, architectural works, and special formats for persons who are blind or have other disabilities. He spends considerable time on complex exceptions, such as fair use as it applies in many contexts and the Technology, Education, and Copyright Harmonization (TEACH) Act in the context of distance learning. Crews also discusses newer developments, such as music and copyright issues and the Digital Millennium Copyright Act.

The book is a quick read and structured in such a way that it functions well as a handy reference. Throughout the book, Crews includes box inserts that present a particular example, expand on a point, refer to a previous chapter, or provide further explanation of complex legal concepts as they relate to copyright law, statutory exceptions, and previous rulings. These inserts act as quick bits of information that assist readers in understanding complex issues and linking concepts. By analyzing the copyright law and the statutory exceptions in great detail and providing concrete examples and detailed guidelines for how to apply the law and exceptions, Crews offers readers a concrete foundation on which "good" decisions can be built regarding the use of copyrighted materials in projects and teaching tools.

While the majority of the book focuses on copyright law, exceptions, and guidelines, Crews also discusses ownership of copyright, transfer of copyright, and benefits of copyright law for copyright owners. In the current scholarly environment where open access to scholarly works and restrictive publisher copyright issues are debated, these topics prove beneficial.

The potential audience for *Copyright Law for Librarians and Educators* includes educators, librarians, and scholars as owners and users of copyrighted works. The topics and format of the book are particularly useful for these professionals.

Worth mentioning as a companion read to *Copyright Law for Librarians and Educators* is *Free Culture and the Digital Library*, edited by Martin Halbert, MetaScholar Initiative, Robert W. Woodruff Library, Emory University, Atlanta, Georgia. The book is a compilation of professional papers concerning a broad scope of ideas and considerations regarding copyright and free culture presented during the "Symposium on Free Culture and the Digital Library," October 14, 2005. Crews's book provides the tools and concepts necessary to work in the framework of the current laws and scholarly environment. The symposium proceedings provide readers with case studies of digital projects, offers legal and intellectual considerations of applying copyright law in the digital age, and considers alternatives to formal copyright protections for scholarly works such as Creative Commons, also mentioned in *Copyright Law for Librarians and Educators.*

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CURZON, SUSAN CAROL. **Managing Change: A How-To-Do-It Manual for Librarians.** Revised ed. New York, NY: Neal-Schuman Publishers, 2005. 129 p. $55.00. ISBN: 1-55570-553-7.⊗

Susan Curzon, dean of the University Library at California State University, Northridge, has written *Managing Change: A How-To-Do-It Manual for Librarians.* Curzon also has experience in both public and corporate libraries. She has written a book to assist library managers in becoming more skilled at successfully managing the constantly changing environment in which they must work.

In the foreword, Michael Gorman says: "Almost all library administrators reach their position because they are good at something other than administration. Very few become administrators when near in time to any academic training (in a LIS school or elsewhere) in the arts of administration . . . Given that environment and the librarian's natural tendency to seek knowledge and information in texts, what could be a bigger boon than a book such as this?" (p. vii).

This revised edition of the 1989 *Managing Change: A How-To-Do-It Manual for Planning, Implementing, and Evaluating Change in Libraries* [1] is divided into two sections. "Part I: Managing Change Successfully" contains nine chapters on the change process with a tenth chapter summarizing the fifteen key points of successful change management. The new "Part II: Practicing Change Management" provides fifteen change scenarios. A chart located in the front of the book summarizes the process of managing change and lists the

chapters and numbered steps contained therein.

The first nine chapters in part I include topics such as: ''How to Conceptualize Change,'' ''How to Prepare the Organization for Change,'' ''How to Plan the Change,'' ''How to Implement the Change,'' and ''How to Evaluate the Change.'' Each chapter contains a short introduction to the purpose of that chapter and is then organized in a series of numbered steps in a question-and-answer format. The questions ask if a certain thing has happened or has been done. A short conclusion summarizes the concepts in that chapter. A Quick Check section follows each chapter. These sections again list the steps from the chapter, along with questions that can be asked by a library manager about each step to ensure that the recommended process has been followed correctly and in its entirety.

The chapters in part II vary from ''Adjusting to the Budget Cut'' to ''Removing the Homeless from the Doorway.'' Each chapter's scenario also contains an assignment and questions to guide its use as a practice case. The writing is clear, concise, and amazingly free of the dense text and management jargon that often seems to plague more theoretical cousins of this book [2]. It is also presented in a far more useful and generic format than the typical ''how-we-done-it-good'' article or monograph [3].

While some of the scenarios may appear to be less than useful in specific types of libraries, they are meant for practice and not as an exhaustive source of advice on handling every conceivable problem a library manager might face. One argument against recommending purchase of the book is that it does not specifically address health sciences libraries. However, the concepts of change management are generally independent of the physical environment, so that should not be a factor in deciding whether to acquire it.

For those without a copy of the previous edition, *Managing Change: A How-To-Do-It Manual for Librari-*

ans would be equally valuable as an addition to a library and information science (LIS) program's collection or to any self-improvement-minded library administrator's personal collection. This recommendation is made despite Gorman's statement above on temporal distance from administrative training and the somewhat high price for a relatively slim volume.

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References

1. Curzon SC. Managing change: a how to do it manual for planning, implementing, and evaluating change in libraries. New York, NY: Neal-Schuman Publishers, 1989.
2. von Dran GM, Cargill J, eds. Catalysts for change: managing libraries in the 1990s. New York, NY: Haworth Press, 1993.
3. Bergman JI. Managing change in the nonprofit sector: lessons from the evolution of five independent research libraries. San Francisco, CA: Jossey-Bass, 1996.

Planning, Renovating, Expanding and Constructing Library Facilities in Hospitals, Academic Medical Centers and Health Organizations. Edited by Elizabeth Connor. Binghamton, NY: Haworth Press, 2005. 218 p. $34.95. ISBN: 0-7890-2549-X.⊚

As the title implies, this book has something for all readers interested in improving the physical libraries in health facilities. As described in the brief introduction, the pages contain, ''descriptive and practical information for hospital, academic health sciences, health association and other special librarians who are planning to refurnish, renovate or construct a library . . . and for students interested in learning more about the topic'' (p. 1). The book is a series of thirteen case studies categorized into divisions: ''Special Libraries,'' ''Hospital Li-

braries,'' and ''Academic Medical Center Libraries.''

The case studies are structured similarly with a standardized format (''Introduction,'' ''Objectives,'' ''Methods,'' ''Outcomes/Results,'' ''Conclusion'') for each chapter, organizing information from disparate sources into a more cohesive volume. A wide range of facilities among the case studies ensures the book will be helpful to a variety of readers. The libraries differ by size, focus (clinical versus research), and print base (incorporating print versus a new model for a nonprint collection with no user space). Likewise, the impetus for the change derives from a host of reasons: technological advances, downsizing, outdated facilities, expanded roles (e.g., consumer health information), mergers, and programmatic or functional changes. The scope of the renovations spans from spatial rearrangement to entirely new buildings.

General themes emerge across the range of individual institutional experiences. Most heartening is that libraries consistently remain open during renovations. This service, coupled with the enduring need for information, requires the continuation of services even during dusty, debilitating conditions. This is a tribute to the libraries' value to their institutions. Another recurring topic echoing through chapters is the need for ongoing planning both long in advance of the initiative and at its physical outset. The libraries often accomplished planning with the use of teams and focus groups that outlined varying modes to incorporate staff and user needs. Preplanning began as much as ten years in advance in one instance. Information about communication provides an array of tools from construction Websites, to minutes of meetings with contractors, to punch lists that proved invaluable. It might be best summarized by the mantra of the McGoogan project, ''Plan, talk, walk, look'' (p. 160).

Problem moves are as informative to readers as smooth ones, and the assortment of facilities offers

contrasting approaches. Sharp contrasts exist between the nonprint, placeless electronic library at the technological horizon with facilities offering twenty-four-hour facility access with wireless networking, varieties of seating including soft chairs with recliners and footstools (Barnes and Noble approach), and multifunctional rooms for electronic instruction, study groups, or conferences. High-tech, physically comfortable sites with assistance nearby—be it called instruction, the reference desk, or user support—are common outcomes from the changes.

Reading about the information technology planning for the new Ebling building, the Welch nonprint library with Touchdown Suites in key schools or departments as a new model in the delivery of library services, and a multiconstituent 14,000-square-foot hospital library at the Naval Medical Center in Portsmouth gives plenty of food for thought. Underlying much of this are this reviewer's own ponderings on the *Library as Place.* Although several authors mention the concept, and Teal and Buchanan helpfully include comparative scoring for this dimension, the editor might have coalesced the diverse case studies into an overview of trends for the reader. The variable quality of some illustrations could have been improved, and the helpful references and appendixes might have been supplemented with a comprehensive bibliography of planning materials to enhance the utility of the book. Given that most other writings on library structural renovations are articles or single chapters, this book is a welcome addition to those contemplating such changes in the contemporary electronic library era.

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Science, Technology and Medicine, v.1. Edited by Ray Lester. 9th edition. London, UK: Facet Publishing (available in the United States through Neal-Schuman Publishers), 2005. (The New Walford Guide to Reference Resources.) 827 p. $395.00. ISBN: 1-85604-495-5.

The first volume, *Science, Technology and Medicine,* of *The New Walford Guide to Reference Resources* is in its ninth edition since 1959. Much has changed in the library world during those years, and *The New Walford Guide to Reference Resources* reflects these library developments. In addition to books and journal listings, this bibliographic guide to reference resources contains Websites. It also has eliminated the original arrangement of resources by the Dewey Decimal System.

The book's preface contains ''50 good Web sites to try first'' that are divided into 17 subjects. Websites are also included in the bibliography itself. All sites were verified in April 2005 for accuracy. Personally maintained Websites are indicated as such. Including Websites in a publication always presents a risk, as sites have a tendency to relocate or disappear. The Websites are from noncommercial organizations active in each subject area. Do noncommercial organizations on the Internet mean high quality, honesty, and integrity? This is difficult to determine. However, the inclusion of Websites is necessary in this age of the Internet.

The editor states in the preface, ''Whilst hardly creating a book that is bedtime reading, we have aimed to make the guide easily browsable'' (p. vii). This reference guide is just that. ''The Quick Start Guide'' after the preface helps to explain the volume's organizational structure. As mentioned earlier, previous editions used the Dewey subject headings, but this edition does not. This bibliographic reference guide is divided neatly into three subject headings: ''Science,'' ''Technology,'' and ''Medicine.'' The three headings are then divided into over a dozen subject groups:

''Mathematics,'' ''Physics and Astronomy,'' ''Earth Sciences,'' ''Chemistry,'' ''Biological Sciences,'' ''Agriculture,'' ''Forestry,'' ''Fisheries and Food,'' ''Preclinical Sciences,'' ''Clinical Medicine,'' ''Health Natural Resources and Energy,'' ''Engineering,'' and ''Information and Communication Technology.'' Each of these 12 subject groups has a highlighted introduction followed by more than 100 subject fields. Each of these subject fields has entries for up to 13 resource categories, which include dictionaries, laws and codes, resource centers associations, manuals, and more. The short annotated entries after each bibliographic entry provide readers with additional information necessary to make an informed decision. All entries include the running number (reference number), subject classification, resource category, title of the work, resource author, price, an annotation, cross-references, and a review.

The New Walford is a useful tool for reference librarians and scholars in a academic, public, or hospital settings. It can assist librarians in creating a core physical collection of books and journals as well as give scholars a place to start their research. Even if libraries cannot afford the collection recommended in this bibliography, scholars can select resources to order through interlibrary loan.

The editor admits this guide is not complete and reflects mostly what the subject specialists perceive to be the current paradigms. However, a few works outside the paradigms have been included to remind the researcher of other schools of thought (p. vii). Contributors to the bibliography and the annotations are experts in their field and mostly from the British Isles.

Two indexes contain 8,000 entries, 3,000 organizations, 1,000 topics, and 250 reference tools for information professionals. The topic index is a single alphabetical listing of subject headings with cross-references. The author/title index will prove helpful for users. The ta-

ble of contents, the indexes, and the systematic arrangement of topics will help anyone find what they are looking for in this volume. The hard cover with sewn binding makes it a durable reference book.

In this age of the Internet, where anything can be put into cyber space without review or classification, it is refreshing to have a printed tome where librarians and scholars are able to view printed and electronic resources in a well-arranged bibliography. *Science, Technology and Medicine*, volume 1 of *The New Walford Guide to Reference Resources,* would be useful for any reference department.

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GLANVILLE JM, LEFEBVRE C, MILES JNV, CAMOSSO-STEFINOVIC J. How to identify randomized controlled trials in MEDLINE: ten years on. J Med Libr Assoc 2006 Apr;94(2):130–6.

Figure 2 (page 135) should be replaced with the Figure 2 below. The figure shows PubMed "translations" of the Ovid MEDLINE search strategies derived in this research project and shown in Figure 1 of the original paper. This erratum corrects a proofreading error in the third strategy. It also replaces the PubMed [ab] search tag used in the original Figure 2 with the [tiab] search tag. This change is required following the National Library of Medicine's (NLM's) discontinuation of the search tag [ab], which previously acted as an alias for a text word search. The discontinuation was announced and implemented by NLM in February 2006 after the final proofs had been accepted. It should be noted, when using the PubMed "translations," that the lack of functionality of limiting searching to the abstract alone (as opposed to title OR abstract) in PubMed may result in lower precision due to higher yield. Testing in recent years of Ovid MEDLINE, however, which supports limiting searches to the abstract alone, suggests that the added yield is likely to be less than 1%, but this will vary by subject area. The authors have contacted NLM to request that the functionality of searching in the abstract alone be added to PubMed in addition to the [tiab] option.

Figure 2
Search strategies to identify reports of trials in MEDLINE (PubMed interface)

Simple strategy for the busy searcher
1. randomized controlled trial [pt]*
2. animals [mh]*
3. humans [mh]
4. #2 NOT (#2 AND #3)§
5. #1 NOT #4
Simple strategy for increased sensitivity but with acceptable precision
1. clinical trial [pt]
2. animals [mh]
3. humans [mh]
4. #2 NOT (#2 AND #3)
5. #1 NOT #4
CRD/Cochrane Highly Sensitive Search Strategy (2005 revision)
1. clinical trial [pt]
2. randomized [tiab]*
3. placebo [tiab]
4. dt [sh]*
5. randomly [tiab]
6. trial [tiab]
7. groups [tiab]
8. #1 OR #2 OR #3 OR #4 OR #5 OR #6 OR #7
9. animals [mh]
10. humans [mh]
11. #9 NOT (#9 AND #10)
12. #8 NOT #11

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* [pt] denotes Publication Type; [mh] denotes Medical Subject Heading (MeSH); [tiab] denotes a word in the title or abstract; [sh] denotes a subheading.
§ Sets 2 to 4 (in strategies 1 and 2) and sets 9 to 11 (strategy 3) capture animal studies that are not also human studies, and allow these records to be safely excluded from the search, while returning records that are not indexed as either human or animal studies, as these may be relevant.